



INFLUENCE ANALYSIS OF EDUCATION QUALITY ON CAMPUS INNOVATIONS IN PRIVATE UNIVERSITIES

Soenarto

Universitas Maarif Hasyim Latif, Sidoarjo, Indonesia

Hening Widi Oetomo

Sekolah Tinggi Ilmu Ekonomi Indonesia (STIESIA), Surabaya, Indonesia

Suhermin

Sekolah Tinggi Ilmu Ekonomi Indonesia (STIESIA), Surabaya, Indonesia

M Adhi Prasnowo

Universitas Maarif Hasyim Latif, Sidoarjo, Indonesia

Muh Barid Nizarudin Wajdi

STAI Miftahul Ula Nganjuk

ABSTRACT

Quality of Education can interpret as a competitive advantage in printing graduate graduates needed by users through teaching, training and the process of how to educate. In this study what is meant by Campus Innovation is all efforts or breakthroughs, carried out by higher education institutions to find or develop existing situations and conditions to achieve progress and exaggeration of the previous states. The conditions in question include Research, Development, and Diffusion, Organizational / Institutional Development namely the development of higher education to be better, and Configuration, namely the integration of several factors to achieve better/excellent conditions and situations. This research is arranged as a framework used to explain (explanation), detailing the relationship between the Quality of Education on Campus Innovation, by determining the population and sample, the source of the type of data collection, variables, research instruments, and data analysis so that the answers are needed. This research is part of an extensive study with a model of the influence of the quality of education, administration, physical campus on campus innovation and student satisfaction. Based on the results of the direct influence test, it can explain that the quality of education has a positive effect, not significant on-campus innovation. So the hypothesis that quality education has a positive and significant impact on campus innovation is rejected.

Key words: Education quality, Campus Innovation, Influence, SmartPLS

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1. INTRODUCTION

The quality of education in Indonesia still requires serious attention and handling. Quality education can show the quality of the teaching and learning process and the quality of products with the results of the class of graduates in their role in the world of work. The teaching and learning process that takes place effectively is part of the Process. Quality so that students get meaningful benefits that are supported by human resources, funds, and the availability of adequate infrastructure facilities. While the quality of graduates who have the competence to master scientific disciplines in their fields is the result of product quality, as well as being able to compete and get a place in the world of work by the needs of users, or independently [1], [2]. Quality of Education is another word of competitive advantage in printing graduate graduates that are useful for users through teaching, training and the process of how to educate. In this study, the discussion of Campus Innovation is all efforts or breakthroughs, carried out by higher education institutions to find or develop the existing conditions and conditions to achieve progress and exaggeration of the previous states [3], [4]. These conditions include Research, Development, and Diffusion, Organizational / Institutional Development namely the development of higher education to be better, and Configuration which is a combination of several factors to achieve better/ excellent conditions and situations. These factors include the configuration itself, relationships, environment, and resources to meet the conditions/situations in question. Educational innovation and innovation related to campus administration service activities and facilities change (infrastructure), which will affect student satisfaction [5], [6]. Educational innovation is an innovation that occurs in the field of education or innovation that arises to solve the problems that arise in the field of education.

Educational innovation is an idea, method, perceived or observed as a new thing for a person or group of people or society. Achieving educational goals or solving educational problems using the results of inventions or discovers [7]. Innovative decision processes go through five stages: 1) knowledge stage, 2) the persuasion stage, 3) decision stage, 4) implementation phase, and 5) confirmation stage [1], [8]. Innovative is closely related to someone's fast or slow adoption of a particular innovation. A person's speed of accepting change varies significantly from one individual to another [9]–[11]. For example, lecturers on campus can take different learning strategy innovations. One lecturer might quickly receive and implement the country after knowing the change. While the other lecturers are rather slow in accepting because they still have other considerations, many things.

Campus Innovation will improve the quality of Private Universities and can provide assurance and confidence to prospective students, so there is no doubt in determining private universities as the chosen study place. The certainty of students choosing per, strengthened by reference to the number of private universities in Indonesia and the number of students officially registered nationally. Higher Education Database, Directorate General of Higher Education in Jakarta stated that. The number of Private Universities in Indonesia, and the number of students in the first semester of 2014 and the first semester of 2013, showed that 2,320,498 people were students, or 40%, in the first semester of 2014, and 2,291,712 students or 41% in the first semester of 2013, did not choose to study at the undergraduate level. However, in general, they decide to explore in a diploma program or enter various skills

courses. Data from high school graduates at Sidoarjo in the 2014 Academic Year, totaling 10,460 students, introduced some local private universities, 3,626 or 34.67% of prospective students, while 6,834 students or 65.33% of them entered state universities. Study abroad, entrepreneurship, or as an employee. This opportunity needs to be considered and carried out an assessment, and appropriate steps are taken to be able to increase the number of students entering studies in private universities, especially in Sidoarjo.

2. METHOD

The preparation of this study uses a framework of explanation, detailing the relationship between the Quality of Education on Campus Innovation, by determining the population and sample, the source of the type of data collection, variables, instruments of research, and data analysis to obtain appropriate results. Finally, from the results of this study, it was tried to draw generalizable conclusions. This research is part of an extensive study with a model of the influence of the quality of education, administration, physical campus on campus innovation and student satisfaction. The presentation is broken down on the variable part of the quality of education and campus innovation [12].

The data population in the study was 772 students in 5 accredited private universities in Sidoarjo, so the research sample was determined to be 263 students. The variable research uses exogenous and endogenous variables. Education quality is an exogenous variable, and Campus Innovation is an endogenous variable. Variable quality of education has an indicator, from now on referred to as Human Resources (X1), Curriculum of Study Program (X2), Learning Process (X3). Whereas for the endogenous variable has an indicator, from now on referred to as Research, Development, and Diffusion (Z1), Development of Private Higher Education Institutions / Institutions (Z2), Configuration (Z3). After determining the variables and indicators, the instrument is then tested in the form of reliability and validity tests until testing the hypothesis [12]–[15].

3. RESULT AND DISCUSSION

3.1. Validity Test

The purpose of the test is to determine the extent to which the use of research instruments as a tool to measure the object under study. An instrument has validity if each indicator can reveal something measured by the instrument. The instrument is declared valid if $r_{count} > r_{table}$. r_{table} comes from $df = n - 2$, then, n is the number of samples at the 5% significance level ($\alpha = 0.05$). According to the calculation $df = 263 - 2 = 261$, so it has a R table of 0.1210. Furthermore, the test results can be shown in table 1.

Table 1. Validity Test of Research Indicator Items

Variable	Indicators	r count	Remark
Educational Quality	X1	0,284	Valid
	X2	0,320	Valid
	X3	0,381	Valid
Campus Innovation	Z1	0,481	Valid
	Z2	0,568	Valid
	Z3	0,468	Valid

3.2. Reliability Test

Reliability test results with alpha coefficients of 0.80 to 1 expressed well, the alpha coefficient of 0.60 to 0.70 voiced reliability is accepted, while the alpha coefficient of 0.60 down is less reliable (Ghozali, 2000). Reliability Test aims to determine the consistency of the data obtained. Furthermore, the test results can be shown in table 2.

Table 2. Research Variable Reliability Test

Variable	Number of Indicators	Cronbach's Alpha	Remark
Educational Quality	3	0,772	Reliabel
Campus Innovation	3	0,757	Reliabel

From the table shows that the calculation of the Cronbach α reliability coefficient for each research variable has a reliable value because it has a more significant amount ($>$) of 0.60. So that later in this study using all dependent and independent variables.

3.3. Analysis with SmartPLS

3.3.1. Construct Model

Based on the determination of research problems and variables, then create the Initial construct model with SmartPLS software which will later be analyzed, can be presented in Figure 1.

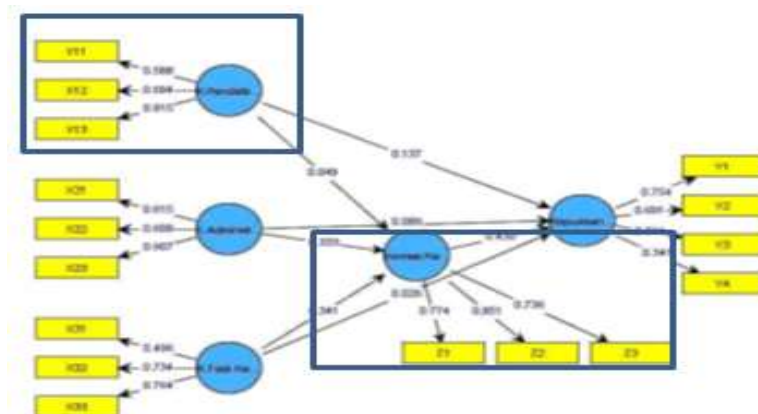


Figure 1. Overall Construct Model.

Explanation of the picture above is that solving the problem in this study by taking the overall construct model that focuses on the constructed model that has a blue box sign, namely the variable quality of education with the value of loading factor $X1 = 0.615$, $X2 = 0.608$, $X3 = 0.907$ and campus innovation with value loading factor $Z1 = 0.774$, $Z2 = 0.851$, $Z3 = 0.736$.

3.3.2. Evaluation of Struktural Model (Outer Model)

Evaluation of the measurement model (Outer Model or Measurement Model) consists of a Validity Test (convergent validity) and Reliability Test. An indicator has a validity (Convergent Validity) if the correlation value is greater than 0.70. While the recipient value for the loading value is 0.50 to 0.60. By looking at the output correlation between the indicator and the construct. For this reason, the Loading factor value is used > 0.5 as a benchmark for the validity indicator against the construct. With the results of convergent testing on each indicator is valid $X1 = 0.588$, $X2 = 0.694$, $X3 = 0.815$ and $Z1 = 0.774$, $Z2 = 0.851$, $Z3 = 0.736$. In the Composite Reliability test, each variable has a reliable value of $X = 0.738$ and $Z = 0.830$.

3.4. Hypothesis Testing

To answer the research hypothesis for each latent variable, then test the assumption based on the processing of research data using SmartPLS Software by comparing T-Statistics with T-Tables, If T-Statistics is greater than T-Statistics (1.96 with sig 0.05). Then the submission of

the research hypothesis is accepted and vice versa. The hypothesis of the latent variable quality of education and innovation campus has a hypothesis: Education Quality Variables have a positive and significant effect on Campus Innovation. Furthermore, testing using SmartPLS shows that the relationship between the quality of education and campus innovation is a positive and insignificant effect with a T-statistic 0.276 (<1.96). The original sample estimate value is only 0.059 (5.9%), which indicates that the direction of the relationship between the Quality of Education and Campus Innovation is small (low). Thus the hypothesis in this study which says that the quality of education has a positive and significant effect on campus innovation is rejected.

4. CONCLUSIONS

The explanation based on the results of the test of direct influence is that the quality of education has a positive effect, not significant on-campus innovation. So the hypothesis that quality education has a positive and significant impact on campus innovation is rejected. Quality of Education is an effort to change the attitudes and behavior of people or groups of people, in maturing thoughts in the form of teaching and training, with the education process. The quality of education includes elements of Human Resources (HR) which consist of the quality of Lecturers and Employee Performance. Use of the Study Program Curriculum Design in an active, conducive and sustainable learning process. Private university lecturers have the responsibility to improve the elements of competence including professionalism, pedagogic, personal and social abilities, and students as participatory participants. Active participation of students in developing the quality of education in private universities in Sidoarjo will accelerate the

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